CAREER AND TECHNICAL EDUCATION

Purpose

Career and Technical Education is an essential component of the high school curriculum. For many students, it represents as much as a third of their high school experience. It is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, or the military is one of the goals of Kentucky's educational system. The percentage of students making successful transition is a component of the high school accountability index.

High quality Career and Technical Education programs are critical in preparing students for further study at the postsecondary level in a technical field or successful entry into the workforce following high school graduation. Therefore, a well-planned sequence of courses, which is focused on a career cluster, has a positive impact on student achievement during high school and student success following high school graduation.

When high-quality Career and Technical Education programs are integrated with high-quality academic core content, students understand the relevance of curriculum in preparation for their future. Employers are demanding that their future employees be able to apply academic and technical skills to real-world problems that are encountered in the workplace. Occupational outlook information indicates that eighty percent of the jobs will require some level of postsecondary education in a technical field. Career and Technical Education at the secondary level is critical in meeting this demand.

Significance to the Individual Graduation Plan

The high school graduation requirements include the expectation that all students will develop and follow an Individual Graduation Plan which emphasizes career development. It is important that a sequence of academic and Career and Technical courses provide students the maximum opportunity to develop academic and technical skills based on their career goals within one of the following career clusters:

Agriculture	Human Services
Arts and Humanities	Information Technology
Business and Marketing	Manufacturing
Communication	Public Services
Construction	Science and Math
Education	Social Sciences
Health Science	Transportation

It is essential that administrators, guidance counselors, and faculty work together in identifying courses of study that maximize the students' potential for success at the postsecondary level or entry into the workforce based on their career goals. It is recommended that students develop an Individual Graduation Plan which includes the academic core specified in the graduation requirements and at least four credits within a career cluster. Examples of recommended courses of study based on career clusters are included in this document within each of the Career and Technical Education program

area sections.

Planning Career and Technical Education Programs

Career and Technical Education programs and sequences of courses within each program area should be carefully planned in order to maximize the Career and Technical Education course offerings at any one school. The decisions about which programs and courses are provided should be made through consultation with employers, faculty, parents, and students. In all cases, Career and Technical Education programs should be offered that meet the needs of the students and the community. Consideration must be given to offering or providing courses over a two-to-three year period of time, on a rotational basis, in order to maximize the potential for career exploration and preparation for all students. It is not necessary to offer each Career and Technical Education course every year, especially the preparatory classes, which students may be taking during their sophomore, junior, and senior year. More importantly, students should have the opportunity to take Career and Technical Education courses that will prepare them in the area of their career goals.

This document provides a recommended framework of Career and Technical Education programs and courses appropriate for specific career clusters. These courses should be selected to complement the required academic courses that prepare students for successful transition to postsecondary education or the workforce within their area of career interest. Recommended courses are included for each of the following areas:

Agriculture
Business Education
Family and Consumer Science
Health Science
Industrial Education
Information Technology
Technology Education
Marketing Education
Pathway to Careers

Schools have the flexibility of offering Career and Technical Education courses other than those identified in this document. However, it is expected that any Career and Technical Education course offered would be beneficial to a specific career cluster and the content include broad based technical skills applicable to the workplace.

Career and Technical Education Student Organizations

Career and Technical Education Student Organizations (CTSO's) are recognized as integral to the Career and Technical Education program. CTSO's provide a unique program of career and leadership development, motivation and recognition exclusively for middle/junior high and high school students enrolled in Career and Technical Education programs. It is required that each Career and Technical Education program provide access to Career and Technical Education Student Organizations.

CTSO's are not "clubs" to which only a few Career and Technical Education students belong. Rather, a CTSO is a powerful instructional tool that works best when integrated into the Career and Technical Education curriculum and classroom by a Career and Technical Education instructor who is committed to the development of the total person. Career and Technical Education educators recognize the importance of providing

students with career-related training and leadership development that complements the skills needed for entry into a particular field.

The Career and Technical Education Student Organizations and their related program area are:

DECA	Marketing Education
FBLA	Business Education
FFA	Agriculture Education
FCCLA	Family and Consumer Sciences Education
HOSA	Health Occupations Education
TSA	Technology Education
SkillsUSA-VICA	Industrial Technology Education/Secondary and Postsecondary

Career and Technical Education Student Organizations are extremely effective as "instructional tools" when used properly by trained Career and Technical Education educators. CTSO's activities are integral to Career and Technical Education when:

a. instructional strategies are used to develop, improve and expand occupational competencies related to a particular Career and Technical Education subject matter area;
b. an extension of the classroom/laboratory instructional program enriches and enhances classroom/laboratory learning is provided; and
c. organized activities are presented for students to gain personal and leadership skills making them more employable, preparing them to become productive citizens, and assisting them in assuming positive roles in the home and community.

Career and Technical Education's Role in Tech Prep, High Schools That Work, and School-to-Work:

These initiatives are focused on improving student achievement and successful transition to postsecondary education or work following high school graduation. Some of the key practices which are vital to the success of these initiatives include raising student expectations through a rigorous and relevant curriculum, integration of academics and career/technical education, career guidance and planning, articulation to postsecondary education, and work-based learning.

High quality Career and Technical Education programs, based on industry-recognized standards, are critical to the successful implementation of these initiatives. The content of all Career and Technical Education courses must be based on challenging curriculum that provides application of mathematics, science, and communication as it is utilized in the modern workplace. The technical content of all Career and Technical Education programs should be broad-based to prepare students for multiple jobs within an occupational field.

One of the expectations of the initiatives is to improve transition to postsecondary education through the development of articulation agreements. In an effort to provide

articulation on a statewide basis, agreements have been developed in the areas of Early Childhood Education, Electronics/Engineering Technology, and Computer Related Instruction. Schools are encouraged to develop articulation agreements in all technical areas that lead to postsecondary education.

Work-Based Learning

Work-based learning provides experience and activities gained in a work-type environment. Two major categories of work-based learning are school and worksite. Worksite learnings include cooperative education, entrepreneurship, clinicals, practicums, internship and work experience. These experiences are to correlate with student's career major/cluster. This correlation is to be a direct relationship between studies in school and the activities at the worksite.

Guidelines for work-site learning:

- Student is to be enrolled in a related class. On-the-job experience must be correlated with the class instruction.
- A training plan is to be developed and on file for each student.
- Supervision of the on-the-job experience is to be provided by a teacher or school-to-work coordinator who may represent one program area or multi-program areas. The coordinator providing the supervision for multi-program areas is to consult with the respective program area regarding supervision concerns, such as student progress, training plans and problems encountered by students and/or work-site mentors.
- Credit is contingent upon two factors: related class and time spent on-the-job during school hours or an equivalent amount of time based on daily work schedules identified in the training plan. Credit may be awarded for both the related class and work-site experiences. The credit for work-site experiences may be awarded based on the number of class hours spent at the worksite on an hour-for-hour basis for a maximum of two (2) credits per related class.

Schools and employers must adhere to local, state and federal laws such as Child Labor Laws, Fair Labor Standards Act and Workmen's Compensation.

For additional information, refer to *Work-Based Learning Guide 2000* *www.kde.state.ky.us/osis/voced/wbl_guide.asp, and Kentucky Administration Regulation (705 KAR 4:041) for Cooperative Program Standard* *www.ked.state.ky.us.osis.voced.pathway_career.asp*.

Meeting The Needs For Learner Diversity

In Career and Technical Education, provisions must be made to meet the needs for learner diversity in any course in which they are enrolled. All learners are to be provided with support services to assist them in the successful completion of the program.

"All learners" include students who do not need accommodations or modifications, as well as

learners with different needs. There may be learners with unique needs related to services already provided through:

- Gifted and Talented Programs
- Special Education or 504 Services
- Title I Programs
- LEP (Limited English Proficiency) Services
- Dropout Prevention Services

Provisions are to be based on needs assessments and Individual Graduation Plan. Student centered planning addresses diversity in learning styles, interest and aptitude. Effective assessment is utilized in identifying student needs.

Two major areas of support to assist students and teachers in Career and Technical Education programs include the provision of supplementary services and support personnel. Support personnel to help meet the needs of diverse populations may include, but not limited, to personnel (e.g. tutors, teacher-aides, interpreters, teachers in Vocational Improvement Programs, Technical Liaison Coordinator, Special Populations Coordinator and mentors). Supplementary services may include special instructional materials, guidance, counseling, coordination, and collaboration with other educational providers, community service agencies and employers.

Vocational Improvement Program (VIP) Supportive Services

The Vocational Improvement Program (VIP) is a broad-based support program designed to provide services to individuals with special educational needs who are enrolled in Career and Technical Education programs. The Vocational Improvement Program teacher is assigned students who have been identified through location, evaluation and procedures as required by state/federal regulations for special populations. The types of services the Vocational Improvement Program teachers will provide for students are to be identified in a student(s)' Individual Graduation Plan (IGP) or Individual Education Program (IEP).

Services may include the development of instructional strategies, curriculum modification, vocational assessment, and informal counseling. Instruction may be provided in the remediation of basic skills necessary for student to function in the Career and Technical Education program.

The Vocational Improvement Program teacher is to work cooperatively with academic and Career and Technical Education teachers, guidance counselors, and paraprofessionals in providing in-class assistance to students and teachers.

The amount of time designated for the services of a Vocational Improvement Program teacher is contingent upon the number of students needing services.